

**THE INFLUENCE OF USING THINK ALOUD PAIR PROBLEM SOLVING
TOWARDS STUDENTS SPEAKING ABILITY AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF MTS N SA TEGAL
MUKTI WAY KANAN IN THE ACADEMIC YEAR
OF 2016 / 2017**

A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree

By
IBNATUM MASRUROH
NPM. 1311040137

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY
2017**

**THE INFLUENCE OF USING THINK ALOUD PAIR PROBLEM SOLVING
TOWARDS STUDENTS SPEAKING ABILITY AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF MTS N SA TEGAL
MUKTI WAY KANAN IN THE ACADEMIC YEAR
OF 2016 / 2017**

A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree

By

IBNATUM MASRUROH
NPM. 1311040137

Study Program : English Education

Advisor : Dr. Mohammad Muhassin, M. Hum
Co-Advisor : Deri Herdawan M. Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY
2017**

ABSTRACT

The Influence of Using Think Aloud Pair Problem Solving Towards Students' Speaking Ability at the Second Semester of the Eighth Grade of MTs N SA Tegal Mukti Way Kanan in Academic Year 2016/2017

By:
Ibnatum Masruroh

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties that the students find in English learning activity is speaking. The students' speaking ability in MTs N SA Tegal Mukti Way Kanan is still low (57,7%) students got under criteria. To solve this problem, the researcher applied *think aloud pair problem solving*. The objective of this research is to know whether there is a significant influence of *think aloud pair problem solving* towards students' speaking ability at the second semester of the eight grade of MTs N SA Tegal Mukti Way Kanan in Academic Year 2016/2017.

The research methodology used was quasi experimental design with the treatment held in 3 meetings in which 2x40 minutes for each class. In this research, the researcher took two classes, one class as the experimental class and one class as the control class. In the experimental class, the researcher used *think aloud pair problem solving* and in the control class the teacher used threephase technique. The population of the research was the eight grade of MTs N SA Tegal Mukti. The sample of the research was two classes consisting of 184 students. In collecting the data, the researcher used instrument the instruments in the pre-test and post-test. The instrument was speaking test in oral form. After giving the post-test, the researcher then analyzed the data using SPSS to compute independent t-test.

After computing independent t-test, the results was that there is a significant influence of *think aloud pair problem solving* towards students' speaking ability at the second semester of the eight grade of MTs N SATegal Mukti in 2016/2017 academic year. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.00$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there is a significant influence of *think aloud pair problem solving* towards students' speaking ability at the second semester of the eighth grade of MTs N SA Tegal Mukti in academic year 2016/2017.

Keywords: think aloud pair problem solving technique, speaking ability, quasi experimental



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721)703260

APPROVAL

Title : THE INFLUENCE OF USING THINK ALOUD PAIR
PROBLEM SOLVING TOWARDS STUDENTS'
SPEAKING ABILITY AT THE SECOND SEMESTER
OF THE EIGHTH GRADE OF MTS N SA TEGAL
MUKTI WAY KANAN IN THE ACADEMIC YEAR
2016/2017

Student's name : Ibnatum Masruroh

Student's number : 1311040137

Study program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic university of
raden intan lampung

Advisor,

Dr. Mohammad Muhassin, M. Hum
NIP. 197708182008011012

Co-advisor,

Deri Herdawan, M. Pd

The Chairperson,
of English Education Study Program

Meisuri, M. Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol. H. Endro Suratmin Sukaramo Bandar Lampung (0721)703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING THINK ALOUD PAIR PROBLEM SOLVING TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTS N SA TEGAL MUKTI WAY KANAN IN THE ACADEMIC YEAR 2016/2017**. By: **Ibnatum Masruroh, NPM: 1311040137, Study Program: English Education** was tested and defended in the examination session held on Wednesday, November 15th 2017

Boards of Examiners:

The Chairperson : Meisuri, M. Pd (.....)

The Secretary : Dian Reftya Wati, M. Pd (.....)

The Primary Examiner : M. Sayid Wijaya, M. Pd (.....)

The First CO- Examiner : Dr. Moh Muhassin, M. Hum (.....)

The Dean of
Tarbiyah and Teacher Training Faculty



Dr. H. Chandra Anwar, M. Pd.
NIP. 19560810 1987031001

DECLARATION

The researcher is a student with the following identity:

Name : Ibnatum Masruroh

Student's Number : 1311040137

Thesis Title : The Influence of Using Think Aloud Pair Problem Solving
Towards' Speaking Ability at the Second Semester of the
Eighth Grade of MTs N Sa Tegal Mukti Way Kanan In The
Academic Year 2016/2017

State that thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2017
The Writer,

Ibnatum Masruroh

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Beloved parents, Mr. Abdurrahman and Mrs. Khusnanik, who always educate me in doing good thing, and give me support all the time. They are my hero, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, everlasting praying. May Allah bless you mom and dad.
2. Beloved brothers and sister (Riza Valia Rahman, Muhammad Nur Ali, Eka Aprilia), I do love you all thanks for your kindness, support, and togetherness.
3. Best friends (Tita Sumarni, Egi Novita, Anggun Kartika, Larasati Aditama) Thanks for your togetherness, thank you always beside me in anything situation and don't leave me whatever the reason, keep like that and I'm proud of you guys.
4. Friends class C English Education.
5. Friends (Nunung Maisaroh, Desi Ani Ayu Lukmana, Deska Alvisari, M Yassin, Slamet Sujatmiko, Hanik Nanda Yulianti, Yufi, Virgi Andika Listanto and My Little Sister Aulia Diana Devi) thanks for togetherness and care.
5. Friends PPL,KKN,Thanks for all
6. Almamater UIN Raden Intan Lampung.

MOTTO

وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ۖ يَفْقَهُوا قَوْلِي ۝٢٨

27. “And untie the knot from my tongue”

28. “That they may understand my speech” (Q.S. Taha, 27-28)¹



¹ Qur'an, available at: <http://quran.com/20/25/28> (Accessed 08:46 am, on june 30th 2017)

CURRICULUM VITAE

The name of the writer is Ibnatum Masruroh. She was born in Tegal Mukti on 13th November 1995. She is the last child of three children of Mr. Abdurrahman and Mrs. khusnanik. She has one brother and one sister. The name of her brother is M. Nur Ali and the name of her sister is Riza Valia Rahman.

The writer began her school in MIN 1 Way Kanan in 2001 and graduated in 2007. In the same year, she continued her study in MTs N SA Tegal Mukti Way Kanan and graduated in 2010. After that, she continued her study to MA Nurul Huda Way Kanan and graduated in 2013. Next, in the same year she continued her study to UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty 2013.

During studying of UIN Raden Intan Lampung, the writer joined one organization is Olahraga Raden Intan.

ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Think Aloud Pair Problem Solving Towards Students Speaking Ability at the Second Semester of the Eight Grade of MTs N SA Tegal Mukti Way Kanan in the Academic Year 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the Islamic University (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thanks to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairman of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Mohammad Muhassin, M. Hum, the advisor for giving guidance and helping to finish this thesis.

4. Deri Herdawan, M.Pd, the co-advisor for her patience in improving this thesis.
5. All lecturers of English Department in UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. The headmaster, the teacher and the students of the Eight grade of MTS N SA Tegal Mukti Way Kanan for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.
7. Her parents Abdurrahman and Khusnanik, her brother M. Nur Ali, and her sister Riza Valia Rahman who always give love and support for her.
8. Her special and good friends Tita Sumarni, Anggun Kartika, Egi Novita, Larasati Aditama who always give contribution to accomplish this thesis.
9. My best friend Nunung maisaroh, M. Yassin, desi Ani Ayu Lukmana, Deska Alvi Sari, Hanik, yufi, Dika, my little sister Aulia Diana Devi who always give support for her,
10. All her best friends English Education 2013 batch, especially students of class C who always cheer her up sincerely.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, November 2017
The Writer

Ibnatum Masruroh
NPM. 1311040137



TABLE OF CONTENTS

	Pages
TITLE.....	i
ABSTRACT	ii
APROVAL	iii
DECLARATION.....	iv
DEDICATION.....	vi
MOTTO	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES.....	xvii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the problem.....	8
C. Limitation of the Problem	9
D. Formulation of the Problem	9
E. Objective of the Research	9
F. Use of the Research.....	10
1. Theoretically	10
2. Practically	10

G. Scope of the Research	11
1. Subject of The Research.....	11
2. Place of The Research.....	11
3. Time of The Research	11

CHAPTER II FRAME OF THEORY, AND HYPOTHESIS

A. Teaching English as a Foreign Language	12
B. Concept of Speaking.....	14
1. Definition of Speaking	14
2. Function of Speaking	17
3. Students Speaking Ability.....	19
4. Teaching Speaking	22
5. Concept of Teaching Speaking	24
C. Concept of Think Aloud Pair Problem Solving (TAPPS)	25
1. Definition of TAPPS	25
2. Teaching Steps of TAPPS.....	27
3. Advantages and Disadvantages of TAPPS	29
D. Concept of Three Phase Technique.....	30
1. Definition Of Three Phase Technique	30
2. Procedure of Three Phase Technique.....	31
a. Pre activity	32
b. Whilst Activity	32
c. Post Activity	32
E. Frame of Thinking	32
F. Hypothesis	34

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	35
B. Subject of research	37
1. Population	37
2. Sample.....	38
3. Sampling Technique.....	38
C. Operational Definition Of Variable	40
D. Data Collecting Technique.....	40
E. Research Instrument.....	41
F. Criteria For Evaluating Students Speaking Ability.....	42
G. Validity, Reliability and Readability	44
1. Validity	44
2. Reliability	46
3. Readability of instructions	47
H. Data Analysis	48
1. Normality Test	48
2. Homogeneity Test	48
3. Hypothesis Test	49

CHAPTER IV RESULT AND DISCUSSION

A. Description of the school	52
B. Result of the Research.....	52
1. Result of Pre-test	52
2. Result of Post-test	54
C. Data Analysis	56
1. Result of Normality Test.....	56
2. Result of Homogeneity Test.....	57

3. Result of Hypothetical Test.....	58
D. Discussion	59

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	62
B. Suggestion	62

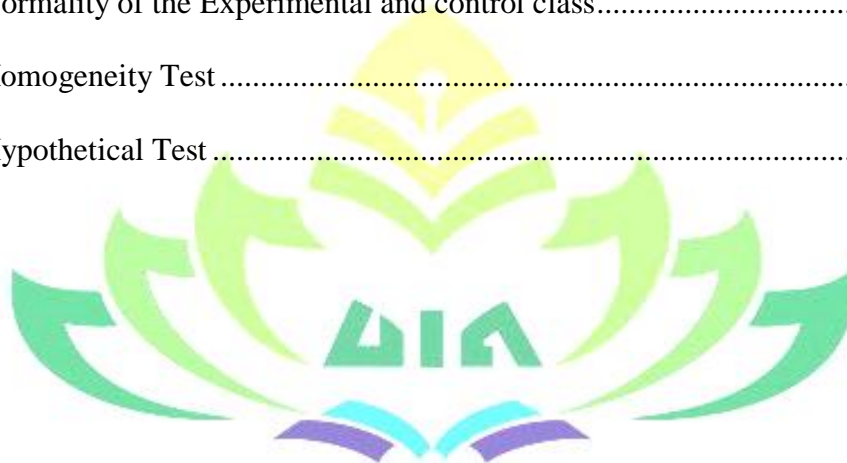
REFERENCES

APPENDICES



LIST OF TABLES

Tables	Pages
1. Data Of Preliminary Research of Eight Grade.....	6
2. Tables of The Rating Sheet Score	42
3. Population of The Research	37
4. Normality of the Experimental and control class.....	57
5. Homogeneity Test	58
6. Hypothetical Test	59



LIST OF FIGURES

	Page
Figure 1 Graphs of the result of the pre-test in Experimental Class	52
Figure 2 Graphs of the result of the result of pre-test in Control Class	53
Figure 3 Graphs of the result of the result of post-test in Experimental Class	54
Figure 4 Graphs of the result of the Result of post-test in Control Class	55



LIST OF APPENDICES

Appendices	Pages
Appendix 1 Result Of Interview For The Teacher	68
Appendix 2 Result Of Interview For The Students	70
Appendix 3 Pre- Test Instrument.....	75
Appendix 4 Post-Test Instrument	76
Appendix 5 Rating Sheet Score	77
Appendix 6 Students' Speaking Score	79
Appendix 7 Syllabus	82
Appendix 8 Lesson Plan Experimental Class.....	86
Appendix 9 Lesson Plan Control Class	107
Appendix 10 Pre test in the Experimental Class	127
Appendix 11 Pre test in the Control Class.....	128
Appendix 12 Post test in the Experimental Class.....	129
Appendix 13 Post test in the Control Class	130
Appendix 14 Score Pre Experimental And Control Class.....	131
Appendix 15 Score Post Experimental And Control Class	134
Appendix 16 Normality Test of the Experimental And Control Class.....	137
Appendix 17 Homogeneity Test.....	138

Appendix 18	Independent Sample Test.....	139
Appendix 19	Reliability Test for Pretest	140
Appendix 19	Reliability Test for Posttest.....	141
Appendix 20	Photo Taking the Data	142
Appendix 21	Transcript of student' Voice Pre-Test.....	143
Appendix 22	Transcript of student' Voice Post-Test	145



CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an important thing in our life, because everyone needs language as a part of communication or communication activity with other people. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language is a tool of communication to express what we thought. Language is also make us possible for giving and receiving some information.

English is an international language, because it is used in many countries all over the world. It has various functions in different countries. Some countries use English as the first language, whereas some other used it as second language and others used it as foreign language. The ability to communicate in English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, and technology. It is supported by Hutchinson and Waters who state that English is an important language used by many people to communicate each other in the word.

¹1 Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 4th Edition, 2007), p. 13

Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce.²

English Language consist to four skills. They are listening, speaking, reading and writing. All skills are very important to be mastered especially speaking. According to Thornbury, speaking is so much a part of daily life that we take it for granted. The average people produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in foreign language.³ It means that speaking is a way to communicate one to another. As social human being, communication plays important role to get response from the others. Speaking is an effective and efficient way used in real communication. Therefore, speaking is one of four skills which has important role in our daily life, even as a main skill in communication among human beings. Speaking is very important in learning in language.

In learning speaking, Harmer says that good speaking activities can and should be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving so on) are intrinsically enjoyable in themselves.⁴ It means that

²Tom Hutchinson and Alan Waters, *English for Specific Purpose-A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1987), p. 6

³Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p.1

⁴Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 1998), p.8

teacher should be creative to make students feel fun during the process. They need more than instruction and commandment from the teacher. It is teachers' challenge to be able to motivate the students to pay attention in their lesson.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence").⁵

Speaking skill becomes very important in the educational field since students need to be exercised and trained in order to have good speaking skill. Brown says that there are five components that should be mastered in speaking skill. They are pronunciation, grammar, vocabulary, fluency, and comprehension.²

Since English has been the gateway in globalization era, people are forced to have to be able to use English. "English spread around the world since British trade followed by colonial and imperial expansion then the military and economic dominance of the United States of America has confirmed English as the

⁵ Nunan, D. *Practical English Language Teaching*, 1999 : 216

² H. Douglas Brown, *language Assessment Principle and Classroom Practice*, Logman, 2004, p. 157

international language of present historical period. As a consequence, English serves for many times many more people as a barrier between themselves and those some fields of interest, many people in their own countries will not be able To become doctors, for example if they cannot learn enough English. In Indonesia, English has been a main subject for students in the school level. From elementary until senior high school students learn English as a must in their lessons list.

We know that the main function of language is as a means of communication. Related to that statement we have to know that English can be divided into two types based on the process, active skills (speaking and writing) and passive skills (reading and listening). From the division and the function of language we can say that speaking and writing (active skills) is more important than reading and listening (passive skills) in order to fulfill the function of the language itself. Ironically This fact is different from what happen in Indonesia. In Indonesia, students are only get the passive skills from their teacher while the active skills they get is only writing so students in Indonesia can understand the English but they cannot use English as a language.

In order to make students able to use English as a language and use it properly based on the function, active skill (speaking) is needed to be taught. In teaching speaking we can use various fun and effective methods and techniques to attract students' interest. One of the technique by using thing aloud pair problem solving. Many researchers' findings say that TAPPS is an effective technique in teaching speaking.

Brown says, “A teacher has to play many roles, think of possibilities, figure, leader, knower, director, manager, counselor, guide, and even such role as friend, confidante, and parent”.³ Although English has been studied in the classroom, but in fact, they have not been able to communicate with other people in a spoken form.

Based on the preliminary research on monday, December 17th of MTs N SA Tegal Mukti Way Kanan by interviewing Mrs Siti Khadijah S.Pd, English teacher and the students, the writer found out that the students’ speaking ability was still low, they got difficulty’ when they studied speaking because they were shy to try to speak English in lesson.⁴ It was found another problem that was the teacher did not use a suitable technique in teaching process so that students felt bored in learning English. Based on the result interviewing the teacher in MTs N SA Tegal Mukti Way Kanan, the writer got the score of speaking test at the eight grade.

The score taken based on pronunciation , grammar, vocabulary, fluency, and comprehension by Brown, the speaking score of the students is poor if the students get 55-70. (see appendix 6). Based on the data obtained by speaking test from the students of the eight grade at MTs N SA Tegal Mukti Way Kanan, as from 184 students of VIII grade only 78 (42,3%) students got score above criteria and 106 (57,7%) students got under criteria. So, it can be said that students speaking ability in MTs N SA Tegal Mukti Way Kanan is still low, because the students have little practice in speaking and they feel bored to study English. The condition happens because the teacher’s technique makes the students felt bored. The teacher only

depends on the book, and the students have little opportunity to practice speaking English. They speak only depends on the dialogue in the book. It makes class atmosphere unpleasant and less attractive, they become unmotivated to learn it and unable to speak English well. For the explanation above, the writer would like to apply “ Think Aloud Pair Problem Solving “ to motive the students interest in learning English especially speaking.

Based on the preliminary research conducted at MTs SA Way Kanan, the researcher found that the students had difficulties in speaking. The researcher interviewed Siti khadijah as an English teacher to get the data about the students’ speaking ability. She said that the students felt difficult to express their ideas through oral, then the students were shy to speak with their friend. Besides, they did not have competence to speak English.⁶ The score of the students’ speaking ability can be seen in table 1:⁷

The use in teaching English has been previously discussed by some researchers. Waspodo (2015) discusses the effect of using Think Aloud Pair Problem Solving (TAPPS) on the eight grade students reading comprehension achievement at SMP Islam Gumukmas Jember in academic year, the result of the researcher show that

⁶ Siti Khadijah, *Interview with the English Teacher*, December 17nd, Unpublished.

⁷ Siti Khadtijah, *The Teacher Documentation*, December 17nd, Unpublished.

was very significant, the significant level is 1.67.⁸ She said “likely due to the implementation of TAPPS technique in the teaching learning process”.

Muhammad Zuhri (2015) discusses Think Aloud Pair Problem Solving (TAPPS) strategy in teaching reading.⁹ The result of the research show that used the think aloud pair problem solving to teach reading. It has a significant of the students. The significant level is 1.66.

Lambang Prakoso (2013) discusses the influence of using Think Aloud Pair Problem Solving towards students' vocabulary mastery at the first semester of the eight grade in academic year of 2013. The result of the research shown that used the think aloud pair problem solving to teach vocabulary the TAPPS could improve the students' vocabulary mastery. He said that there was significant of using think aloud pair problem solving towards students' vocabulary mastery, and the level significant on her study is 1.67.¹⁰

Based on the discussion of previous studies it can be concluded that there is a significant different of this research purpose different lies on skin apply. This research only focus on the speaking skill whereas previous studies focus on reading and vocabulary.

⁸ <https://unej.jurnal.edukasi.2015.priyo.waspodo> (accessed on march 28th 2017 at 11.30)

⁹ <http://ejournal.kopertais4.or.id/index.php/efi> 2015.muhammad.zuhri. (accessed on april 09th 2017 at 10.30)

¹⁰ Lambang Prakoso , *The Influence of Using Think aloud pair problem solving towards Students' Vocabulary Mastery at The First Semester of The Eight Grade in Academic Year of 2012/2013*.,p. 7 and 55, Unpublished

Therefore the writer is interested in conducting the research entitle “ The influence of using think aloud pair problem solving towards speaking ability.at the second semester of the eight grade of MTs N SA Tegal Mukti way Kanan in the Academic Year of 2016/2017.”

B. Identification of the problem

based on the background of the problem above the writer formulates the identification of the problem:

1. The students' English speaking ability were still low
2. The students got bored of the technique used by the teacher in teaching speaking.
3. The students usually felt shy to practice speaking English.

C. Limitation of the Problem

Based on the identification of the problem, the writer focused on the influence of using think aloud pair problem solving towards speaking ability at the second semester of the eight grade of MTs N SA Tegal Mukti way Kanan in the Academic Year of 2016/2017.”

D. Formulation of the Problem

Based on the identification and the limitation of the problem above the writer can formulated the problem of the research, “is there any significant influence of using Think Aloud Pair Problem Solving Towards Students' speaking ability at

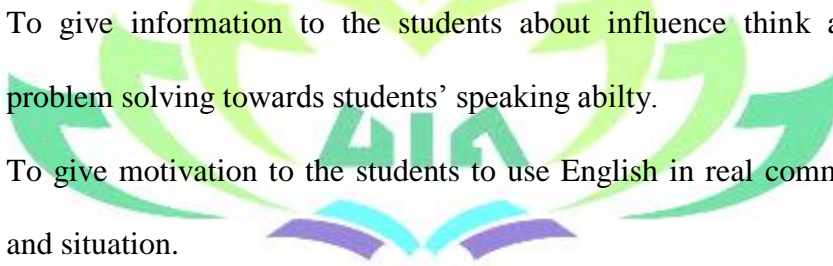
the second semester of the Eight grade students at MTs SA Tegal Mukti Way Kanan in 2016/2017 Academic year.

E. Object of the Research

The object of the research was to know wheter there was a significant influence of using think aloud pair problem solving towards students speaking ability at the second semester of the eight grade at MTs N SA Tegal Mukti Way Kanan in academic year 2016/2017.

F. Use of the Research

1. Theoretically :

- 
- a) To give information to the students about influence think aloud pair problem solving towards students' speaking ability.
 - b) To give motivation to the students to use English in real communication and situation.
 - c) To give information for further research with certain interest.

2. Practically :

- a) For the students
It is hope the students will enjoy to learning process.
- b) For the teacher
It is expected of the research they can use the result of the research as feedback on teaching language activities in their classroom.
- c) For the school

It is very important to give motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scope of the Research

1. Subject of the Research

Subject of the research was the students at the second semester of the eight grade of MTs N SA Tegal Mukti Way Kanan

2. The place of the Research

The research was at MTs N SA Tegal Mukti Way Kanan

3. Time of the Research

The research was at the second semester of MTs N SA Tegal Mukti Way Kanan in academic year 2016/2017.



CHAPTER II

FRAME OF THEORIES

A. Teaching English as a Foreign Language

English is one of the subject material school and as a part of national exam in Indonesia. Therefore, the students must know English well for carrying on their study and to go to the next level that higher than before. Therefore, Brown state that teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.¹ It means that teaching is a process that should be done by teacher on the experience, knowledge and material preparation. Then in reality the students still find difficulties in English, because of the difference of pattern, structure, and language used.

In the other hand, English is also called as a foreign language, because our people don't use English as the common language in our country. Language operates in a speech community or culture.² It means that one of ways to help someone to know each other is language. Then we need some ways to teach English. English is so important, but in fact, not all of our people can learn

¹ H. Douglas Brown, *principle of language learning and teaching*, (San Francisco: State University, 1994), p.7

² *Ibid.* p.17

and use English in their daily activity. It is caused by the level of education and the weaknesses of our educational emphasized system.

As a foreign language, English also is called a target language. Target language is a language that someone learns to change one language become another language. The way of developing ability in a foreign language in Indonesia is by learning the target language, when language learners talk about the rules of a target language that they correct errors and people do not speak the target language in the society.³ Talking about correcting error actually we do make a mistake as learner, but usually the teachers just judge when they are wrong. The teacher never thinks about oppression psychology that makes the students shy and afraid to make a mistake.

Meanwhile, Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.⁴ It means that the students who learn English as a foreign language have a little opportunities to use their English in real life situation.

³ Ag. Bambang Setiadi, *Teaching English As Foreign Language*. (Yogyakarta: Penerbit Graham Ilmu, 2006), P. 21

⁴ D>A Wilkins, *Linguistics In Language Teaching*, (London: Edward Arnold Publisher, 1980), p. 7

Based on explanation before, the researcher concludes that English in Indonesia as a foreign language that used in subject material I the school until university level. By teaching English, students also are expect to able to apply their English language for communication. Talk about the rules of a target language, speaking is difficult to students and people because different shape with Indonesia language.

B. Concept of Speaking

1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.⁵ Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence").

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, points out that

⁵ Nunan, D. *Practical English Language Teaching*, 1999: 216

traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units-sounds and move through mastery of words and sentences to discourse.

Nunan states, speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context.⁶ Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units.

Speaking is essential to all interaction and an ability to understand and master about what an active process of constructing a message, especially

⁶ Nunan, D. *Practical English Language Teaching Speaking*, 1989, 32

for student in high school. Speaking is an effective way in communication. Chaney state that, speaking is the process of building and sharing meaning through the use of verbal and non verbal.⁷

According to Brown as quoted by Florez said speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”.⁸ Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, openended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

From those explanations, it can be concluded that Speaking is an interactive process of auditory signal that involves producing, differential verbal responses and processing information in a listener.

⁷ Baihaqi Muhammad, *Improving Of English Speaking Skill By Using Guesssing Game Technique*.htm

⁸ Mary Ann Cunningham Florez, (1999). “*Improving adult English language learners’ speaking skills*”. Retrieved from [http://www.marshadulthoodeducation.org/pdf/briefs/imprvg%20Ellsphg.Florez .pdf](http://www.marshadulthoodeducation.org/pdf/briefs/imprvg%20Ellsphg.Florez.pdf) (accessed on July 2, 2013).

2. Function of Speaking

Function of speaking is to deliver message or ideas from the speaker to the listener and speaking will help the speaker and listener to know what they mean. Richard made a useful distinction between the interaction functions of speaking (in which it serves to establish and maintain social relations), and the transactional function (which focus on the exchange of information).

According to Brown and Yule's in Jack Richard said that the function of speaking. They are talk as interaction, talk transaction and talk as performance.⁹

1. Talk is interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly with each

⁹ Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 21

other. In transactions, Jones in Richard states talk is associated with other activities. For examples, students may be engaged in hand on activities. (e.g.in a science lesson) to explore concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3. Talk as a performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This is refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is recognized by skill, strength or luck. It is an activity engaged in for amusement.¹⁰

Meanwhile, Thornbury states that speaking is as one of the language skills that have vital function to orally express any messages, ideas, opinions, and emotions.

Furthermore, Thornbury elaborates some functions of speaking as follow:

1. Representative function

In this function, speaking has an important role to make statement and for sending information about knowledge.

2. Directive function

In this view, speaking is used to express any suggestion and advices orally.

¹⁰*Ibid*, p.24

3. Evaluation function

In this case, speaking is used to know and to evaluate comprehension degrees of speakers and listeners about the substances of speaking.¹¹

Based on explanation above it can be concluded that function of speaking is to orally express any message, ideas, opinions and emotions from the speaker to listener, in that is primary purpose is to establish and maintain social relationship.

3. Students' Speaking Ability

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either for five components are generally recognized in analyzing the speech process.¹²

The process of speaking ability used to speak well and right is as what “A well speaking must be able to deliver right message and can be understood, familiar, by others or the listeners”.

Referring to the aspect of ability, states that “speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target”. While, Nurhadi says that “the aspect of

¹¹Scott Thornbury, *How to Teach Speaking*, (London : Longman, 2005), p. 60

¹² J. B. Heaton, *Classroom Testing Longman Keys to Language Teaching*, (New York: Longman, 1990), pp. 70-71

speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension”

According to Heaton, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. There are five components are generally recognized in analyzing the speech process, those are

a. Pronunciation

Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns),if students want to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

b. Grammar

It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in

speaking because if the speakers do not master grammar structure, they cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element of language. Vocabulary is as single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk without too much stopping or hesitating. Fluency can be thought of as 'the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information that they want. Comprehension is defined as the ability to understand something by

reasonable comprehension of the subject or as the knowledge of what a situation is really like.¹³

Based on the explanation above, it can be concluded that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency, and comprehension, We do not only need one or two vocabularies but also as many as we can memorize and understand it. Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people can understand us. Good pronunciation is also necessary for our communication. So, all of elements are needed to produce spoken production well and make good communication for us.

4. Teaching Speaking

Speaking is a crucial part of second language learning and teaching.

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Speaking consists of producing systematic verbal utterances to convey meaning.

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Many language learners regard

¹³ J. B. Heaton, *English Language Test*, (New York: New York Inc, 1990), p. 45

speaking skill as the measure of knowing a language. These learners define fluency as the skill to converse with others, much more than the skill to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

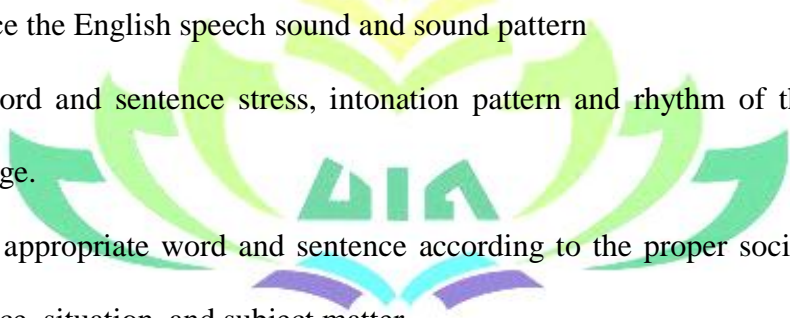
Language learners need to recognize that speaking involves three areas of knowledge, first is mechanics (pronunciation, grammar, and vocabulary) or using the right words in the right order with the correct pronunciation. Second is a function (transaction and interaction) which means knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). The last is social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants), have a meaning in understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Moreover, teaching speaking skill emphasizes on the activities to make the students active and creative. The great part of time in the process of learning speaking is dominated by students. Afterwards, it's dominated by the instructor (the teacher). This maximizes the students' skill in speaking. The students learn what they are going to say with other in front of the class and try to develop their

creativity orally. Therefore, the writer tries to give definition of teaching speaking as the instruction of the teacher/tutor to the students to encourage them in using the language orally to express their ideas, feeling, and opinion to someone else and also encourage the potential of the learners to develop their speaking skill naturally.

5. Concept of Teaching Speaking

The meaning of “teaching speaking” is to teach learners to:

- 
- a. Produce the English speech sound and sound pattern
 - b. Use word and sentence stress, intonation pattern and rhythm of the second language.
 - c. Select appropriate word and sentence according to the proper social setting, audience, situation, and subject matter.
 - d. Organize their thoughts in a meaningful and logical sequence.
 - e. Use language as means of expressing values and judgments.
 - f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.¹⁴

In these meanings of the teaching speaking above, the teacher must pay attention of some important aspect include producing sentences, intonation, rhythm and

¹⁴ Hayriye Kayi. 2006. *Teaching Speaking: Activities in Teaching Language in a Second Language* [online], vol XII, 11 halaman. Available at: [http ://unr, edu/homepage / Hayriye / v.XII. html](http://unr.edu/homepage/Hayriye/v.XII.html) [11 march 2011].

stress. Those sound productions must be meaningful because it must be produced logically from thought.

A. Concept of Think Aloud Pair Problem Solving (TAPPS)

1. Definition of TAPPS

TAPPS is a teaching technique used to force students to verbalize their thoughts in order to gain more control over their thoughts.¹⁵ In this case the cognitive process must be emphasized, because the use of this technique should be more successful than previous techniques. Because this technique is better for students.

Think aloud pair problem solving is a combination of think aloud, teachback, and technique, an articulation, reflection, method development, and researched.¹⁶ In this case the teacher should develop the technique well and with great accuracy and then the teacher should be attentive to what kind of material will be taught to students that this technique can be used very well.

This problem-solving collaborative structure was introduced as a means to encourage problem-solving skills by verbalizing to a listener one's problem-

¹⁵ Lochhead, J., and Whimbey, A. (1987). "Teaching analytical reasoning through thinking aloud pair problem solving" In Stice, J. E. (Eds.), *Developing critical thinking and problem-solving abilities*, *New Directions for Teaching and Learning* No. 30.

¹⁶ Lois Broder G, "Teaching thinking through thinking aloud pair problem solving, 1987.

solving thoughts. The idea behind TAPPS is that presenting aloud the problem - solving process helps analytical reasoning skills. The dialogue associated with TAPPS helps build the contextual framework needed for comprehension.

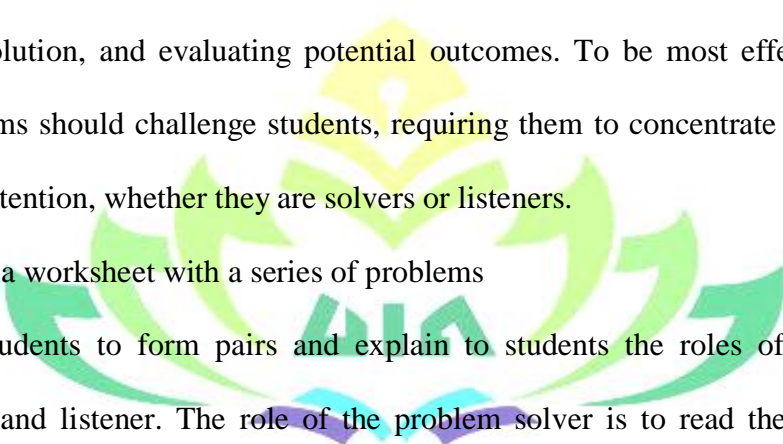
Similarly, TAPPS permits students to rehearse the concepts, relate them to existing frameworks, and produce a deeper understanding of the material. Students are paired and given a series of problems. The two students are given specific roles that switch with each problem: Problem Solver and Listener. The problem solver reads the problem aloud and talks through the solution to the problem. The listener follows all of the problem solver's steps and catches any errors that occur. For the listener to be effective, he or she must also understand the reasoning process behind the steps¹⁷.

From those explanations, it can be concluded that TAPPS is combination of think-aloud, helps students to think more precisely, carefully, and systematically, that includes one student as a listener and the other as a problem solver, with the main purpose is for improving problem solving performance through verbal probing and elaboration.

2. Teaching Steps of TAPPS

¹⁷ Lee, K.W. (1993). *Teaching problem-solving skills: A reflection on an inservice course for chemistry teachers in Singapore. Research in Science Education*, 23: 136-145.

Barkley states the steps of TAPPS as follows¹⁸

- 
- a. Spend sufficient time developing an appropriate set of field-related directions problems that students can solve within a limited time frame. The problems should engage students in basic problem-solving skills such as identifying the nature of the problem, analyzing the knowledge and skills required to reach a solution, identifying potential solutions, choosing the best solution, and evaluating potential outcomes. To be most effective, the problems should challenge students, requiring them to concentrate and focus their attention, whether they are solvers or listeners.
 - b. Create a worksheet with a series of problems
 - c. Ask students to form pairs and explain to students the roles of problem solver and listener. The role of the problem solver is to read the problem aloud and talk through the reasoning process in attempting to solve the problem. The role of the listener is to encourage the problem solver to think aloud, describing the steps to solve the problem. The listener may also ask clarification questions and offer suggestions, but should refrain from actually solving the problem.
 - d. Ask students to solve a set of problems, alternating roles with each new problem.

¹⁸ Barkley, E. Cross, P., & Major, C. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey Bass, pp. 172-176.

- e. Call completion when students have solved all problems.

3 Advantages and Disadvantages of TAPPS

- The advantages of TAPPS can be concluded as follows:
 - a. Improving student's analytical skills
 - b. Helping diagnose problem solving errors.
 - c. Fostering student's metacognitive awareness
 - d. Working great with teleconferences.
 - e. Fostering discussion in order to construct students' knowledge.
 - f. Permitting students to rehearse the concepts and produce a deeper understanding of the material.
 - g. Encouraging analytical reasoning skills.
 - h. Supporting problem solving skills.

- The disadvantages of TAPPS can be concluded as follows:
 - a. The role of listener is more difficult than the problem solver.
 - b. The listener must master English well.
 - c. The listener must be active to support the problem solver.
 - d. It needs more practice.
 - e. Miscommunications may occur during the process.¹⁹

¹⁹ Johnson, S. *The Effect of Thinking Aloud Pair Problem Solving*(2006)

B. Concept Of Three-Phase Technique

1. Definition of Three-Phase Technique

Three – Phase Technique is a technique of teaching and learning process where the activities in the classroom focus on the students as the centre of the teaching and learning process.²⁰

Three Phase Technique is a technique that is long enough to be used in teaching and learning. This teaching technique makes the learning process becomes quite easy. Three Phase Technique part in it is the initial activity (Pre Activities), the core activity (Main Activities), and the final activity (Post Activities).²¹

This technique focus of the strategy is on building the student courage to speak. Thus, the class is conducted following three phases; those are Pre- speaking, Whilst-speaking, and Post-speaking activity.

➤ Pre-speaking activity

In this phase, teacher will give some brainstorming about the material discussed and make sure that the student will not feel afraid in following the lesson. Teacher must prepare them to be ready before moving to the whilst-activity.

²⁰ O'Malley, J.M., & Pierce, L., V. (1996). *Authentic assessment for English language learners; Practical approaches for teachers*. U.S.A: Longma.

²¹ J. Brewster. 1991. *The three phase technique Handbook for Primary Teachers*. London

➤ Whilst-speaking activity

This is the core of the technique because many task or exercise can be involved in the phase. Teacher can do answer and question section, game, etc. in the class. The most important is to give a chance to the student to speak up.

➤ Post-speaking activity

It is simply can be done by giving a test or evaluation to the student.

• What should be done in three steps students the learning activities?

➤ pre activities

Students are given a fun activity to be interested and motivated to learn.

Students are introduced to the topics to be studied.

Students answered questions on topics to be studied.

➤ Main activities

Students have activities related to the core material.

Students practice skills is the purpose of learning.

➤ Post activities

Students conclude the learning activities.

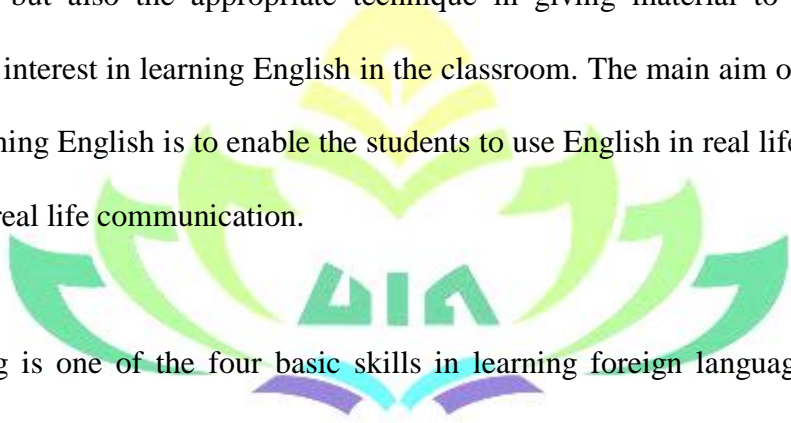
Students get feedback and reflect on learning.

- What do teachers during the learning process three phase technique

The teacher becomes a facilitator and monitor students' activities. At the end of the lesson give feedback and assess the progress of the learners.

C. Frame of Thinking

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.



Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered in junior high school. Speaking will be used to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what feeling we have so on. Teaching and learning Speaking usually uses the monotonous technique; it makes students feel bored in learning English, especially speaking needs a good technique, so that the students would not feel bored and unmotivated. In this case the researcher wants to observe the technique by using Think aloud pair problem solving and give motivation the students.

By using Think Aloud Pair Problem Solving can help teacher and students in teaching and learning process, using think aloud pair problem solving can be used to help the students to speak fluently, where the students have written a short conversation. Then, they perform what they write it use English. In this case, acting from a script will expect to be arouse the students' interest and motivation to their expand their speaking. By thinking aloud they are more likely to recognize gaps or inconsistencies in their thinking. In some cases, the listener can also ask questions or even offer suggestions. TAPPS is a technique that allows instructors to get a close look at how students think about the material or work with new procedures.

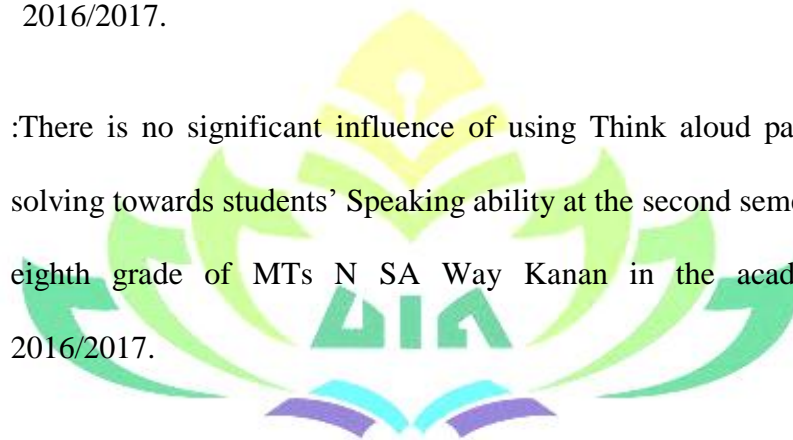
Based on the description above, the researcher assumed that using think aloud pair problem solving in teaching speaking in the classroom will be attractive the students' interest and increase their motivation to speak their idea, it makes them more actively to speak up in front of their friend.

E. Hypothesis

Based on the frame of thinking above, the writer formulated by hypothesis of the research as follows:

H_a :There is significant influence of using Think aloud pair problem solving towards students' Speaking ability at the second semester of the eighth grade of MTs N SA Way Kanan in the academic year 2016/2017.

H_o :There is no significant influence of using Think aloud pair problem solving towards students' Speaking ability at the second semester of the eighth grade of MTs N SA Way Kanan in the academic year 2016/2017.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental design. Experimental design is the general plan to carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasy experimental. Quasy-experimental design is a research design that includes assignment, but not random assignment participant to groups, because the experimenter cannot artifically create groups for the experiment.² The variety of quasy experimental designs which can be devided into two main categories , one of them is pretest-posttest control group design.³ In this research the researcher used quasy experimental pre-test post-test group. Because by using experimental design researchers will be easier knowing the techniques used in researching better than prior techniques used by English teachers to the school.

¹ Donal Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to research in education* (8th edition), (Canada: Wardsworth Cengae Learning), p.301

² *Op.Cit.*, p. 50

³ *Ibid.*, p. 60

Creswell says that we can apply pre-test and post-test group design approach to quasy experimental design.⁴ In addition, A pre-test and post-test provides a measure on some attribute or characteristic that you asses for participants in an experiment before they recieve treatment. A post-test is a measure on some attribute or characteristic that is asseesed for participants in an experiment after a treatment. The researcher was select two classes consisting of experimental and control class. The experimental class was taught by using Think Aloud Pair Problem Solving as a treatment. Whereas, the control class taught by using the Three phase technique from the teacher. In this research, the students was given pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment. The pre-test and post-test was conducted for control and experimentsl class.

The research design is as follows:

$$\begin{array}{lcl} G_1 \text{ (Random)} & = & T_1 \quad X \quad T_2 \\ G_2 \text{ (Random)} & = & T_1 \quad O \quad T \end{array}$$

Note :

G_1 : Experimental Class (Randomly which receives the treatment of using think aloud pair problem solving)

G_2 : Control Class (Randomly which is taught by using three phase technique)

⁴ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Ed)*, (Boston: Person Education, 2012), p. 310

T₁ : Pre- test (this is given to see the students' Speaking ability)

T₂: Post test (this is given after the treatment to see the result after applying the treatment)

X : Treatment by using think aloud pair problem solving

O : Treatment by using threephase technique⁵

This research design present several characteristics; (1) it had two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups have been measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups had be done at the same time with the same test; and (5) the experimental group manipulated with particular treatment.

B. Subject of research

1. Population

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁶ The population of the study included all

⁵ Ag. Bambang Setiady, *Metode Penelitian untuk pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.142

⁶ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Edition) (New York: McGraw-Hill, 2009), p. 90

the eight year students of the MTs N SA Way Kanan in the school year 2016/2017. They are five classes and consisted of 184 students. The students were still actively learning English as one of the compulsory subject.

Table 2
Population of the students the Eighth Grade of MTs N SA Tegal mukti
Way Kanan in 2016/2017

No	Class	Score		Total
		Male	Female	
1	VIII A	20	10	30
2	VIII B	20	17	37
3	VIII C	16	19	35
4	VIII D	19	11	30
5	VIII E	15	22	37
Total of students		99	85	184

Source: Administration staff of MTs N SA Tegal Mukti Way Kanan

1. Sample

Arikunto say that sample is the part of population which will be investigated.⁷

The researcher took two classes as the sample. They are one class as control class and another class as experimental class.

2. Sampling Techniques

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.⁸

In taking the sample, the researcher used cluster random sampling. Frankel and Wallen state that the selection of groups, or clusters, of subjects, rather than

⁷ Suharsimi arikunto, *procedure penelitian suatu pendekatan praktik*, (Jakarta: Rineka Cipta, 2013), p.174

⁸ L. R. Gay, *Educational Research: Competencies for Analysis and Application*, 3rd Edition, (Colombus Ohio: Merril Publishing Company, 1987), p. 101

individuals is known as cluster random sampling.⁹ The researcher took two classes by using pieces of paper as the sample.

Here are the steps of taking sample by using cluster random sampling technique:

- a. First, the name of all class at the Eight grade of MTs N SA Way Kanan is written in small piece of paper.
- b. Then, put them into a glass
- c. After that shakes until one of the rolled-paper out of the glass. The first paper which out from the glass will be as the experimental class.
- d. The reseracher will shake the glass again until one of the rolled-paper out of the glass. The second paper which out from the glass will be as the control class.

By using cluster random sampling technique, the researcher took two classes as the sample sample of the research, they were students in class X as control class and they used think aloud pair problem solving technique. While students in class Y as experimental class. They used threephase technique.

⁹Jack R Frankael and Norman E. Wallen, *Op. Cit.*, p. 95

C. Operational Definition of Variable.

This operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in his research. The operational definition of variables is as follows:

1. The independent variable (X)

Think aloud pair problem solving in this research is combination of think-aloud and teach back techniques, helps students to think more precisely, carefully, and systematically, that includes one student as a listener and the other as a problem solver, with the main purpose is for improving problem solving performance through verbal probing and elaboration.

2. The dependent variable (Y)

Speaking is to express their ideas, opinions, feeling, and experiences, using English with good pronunciation, grammar, vocabulary, fluency and comprehension.

D. Data Collecting Technique

To collect the data, the researcher used test which is an oral test. The oral test is used to measure the students' ability in speaking. It is a pre-test and post-test as described below:

- a. Pre-test, it was conducted for the students in the experimental class control class in order to find out the students' speaking ability before the treatment.

- b. Post-test, it was conducted for the students' control class and experimental class in order to know the influence of the treatment towards the students' speaking ability. The system and difficulty is same as the pre-test, because both of them are used to measure the students speaking ability.

E. Research Instrument

Instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic. According to Creswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that we establish or develop in advance of the study.¹⁰ To know the influence of teaching speaking by using Think aloud Pair Problem Solving, the instrument in this research is an oral test. The researcher will prepare several topics that should be choose by the students. After the students choosing the topic they have to perform it orally. The situation are (make a dialogue about expressions of asking, rejecting, goods) for pre-test and (make a dialogue about expressions of asking, rejecting, opinion.) for post-test. The purpose of the oral test is to measure the students' speaking ability.

¹⁰ John W. Creswell, *Educational Research*, 4th Edition, (Boston: Pearson Education, 2008), p. 14

F. Scoring Scale for Evaluating Students' Speaking Skill

According to Brown there are five categories of Oral Proficiency Scoring.

Table 3.2 Oral Proficiency Scoring Categories

Grammar	Level	Description
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	Level	Description
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Fluency	Level	Description
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	Level	Description
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
Comprehension	Level	Description
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker. ¹¹

¹¹Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.*(New York: Addison Wesley Longman,2001) ,p. 406-407

$$\text{Score} = \frac{\text{Total Score}}{25} \times 100$$

Table 3.3 Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric will be used to collect the data.

G. Validity, Reliability, and Readability of the Test

1. Validity

Fraenkel and wallen say that validity refers to appropriateness, meaningfulness, correctness, and usefulness, of the inference a researcher makes.¹² Based on the statement above, validity is the most important idea to consider when preparing or selecting an instrument for use. It means that the test must have good validity, so

¹² Jack R frankael and Norman E, *Op. Cit.*, p. 150

that the test can measure the aspects which would be measured. In this research, the researcher will use content and construct validity.

1) Content validity

Best and Khan state content validity refers to the degree to which the test actually measure, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments, of subject matter specialist.¹³ It means that the content validity is based on the material, and the material is agreement with the objective of learning. In this case of this research, the instrument of the test has agreement with the objective of learning in the school which it was based on the syllabus, SK (1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar), KD(Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu) (see

¹³John W. Best and James V. Kahn, *Research in Education* (New Delhi: Prentice-Hall, 7th Edition, 1995), p. 219

appendix 7) because the test was to measure the students' speaking ability at the eighth grade of junior high school.

2) Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. In the word, the test can measure what needs to be measured especially in speaking skill. Best and Khan State "construct validity is the degree to which scores on a test can be accounted for by the explanatory construct of a sound theory. Construct validity refers to assumption, showing, the measurement use contains correct operational definite, which is based on theoretical concept. In the words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measured and be examined. To make sure, the researcher consulted with the English teacher at MTs N SA Tegal Mukti Way Kanan. Then, the English teacher said that the instrument was valid.

2. Reliability

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.¹⁴ Besides having high validity, a good test must have high reliability. To get the reliability of the test, the researcher used inter-rater reliability. Inter-rater reliability counts level of the reliability based on two series of score that are

¹⁴ Jack R. Fraenkel and Norman E. Wallen, *Op.Cit.*, p. 154

gotten by two raters, they are an English teacher and the researcher. The statistical formula for counting the reliability is variant formula as follow:

$$R = 1 - \frac{6 \sum d^2}{N(N^2-1)}$$

Notes:

R : reliability

d : difference of rank correlation

N : number of students¹⁵

Then the result of r_{xy} consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low¹⁶

Based on the calculation, the result on the reliability in pre-test is 0.99 and the result of the reliability in pot-test is 0.99. it means that the data is very high reliability (see appendix 19 and 20).

¹⁵ Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: Rajawali Press, 2010), p. 232

¹⁶ John W. Best and James V. Khan, *Op. Cit.*, p. 308

3. Readability

Readability test are indicators that measure how easy a document is to read and understand. To know the readability of the easy test instrument, the researcher follow Kuoame's research. Participants is asked to evaluate instructions and the understandability of each item on scale of 1 to 10, where 1 describe an item that is easy to read and 10 describe an item that is difficult to read¹⁷. The question is tested individually` the participants might not have difficulty understanding because they take the context of the text into consideration. After that, the researcher will measure mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46. the instrument is quite readable an understandable by reader or test takers¹⁸.

H. Data Analysis

I. Fulfilment of the Assumptions

a. Normality Test

The normality test is used to measure weather the data in the experimental class and control classes were normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program*

¹⁷ Julien B. Kouame, *using readability test to improve the accuracy of Evaluation documents intended for low-literate Participant*, Journal of Multi Disciplinary Evaluation Vol. VI NO. 14 August 2010Michigan: Western Michigan University, 2010,p133

¹⁸ Ibid,p.134

for Social Science) for normality of test. In this research, the researcher used IBM SPSS 20.

The hypothesis formula were:

H_0 = The data have normal distribution.

H_a = The data do not have normal distribution.

While the criteria acceptance or rejection of hypothesis were:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity of test. The test of homogeneity employed Levene statistic test.

The hypothesis were:

H_0 = The variance of the data is homogeneity

H_a = The variance of the data is not homogeneity

While the criteria acceptance or rejection of hypothesis were:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypotethical test

After the researcher knew that the data were normal and homogeneous, the data were analyzed by using t-test in order to know the significance of the treatment effect. The researcher used independent t-test. It aimed to compare the data (mean) from two different groups. The researcher used SPSS (Statistical Program for Social Science) to calculate the independent t-test.

The hypotheses were:

H_a : There is significant influences of using think aloud pair problem solving towards students' speaking ability at the second semester of MTs N SA Tegal Mukti Way Kanan in academic year 2016/2017.

H_o : There is no significant influences of using think aloud pair problem solving towards students' speaking ability at the second semester of MTs N SA Tegal Mukti Way Kanan in academic year 2016/2017.

While the criteria acceptance or rejection of hypothesis were:

H_o is accepted if $\text{Sig.} > 0.05$

H_a is accepted if $\text{Sig.} < 0.05$

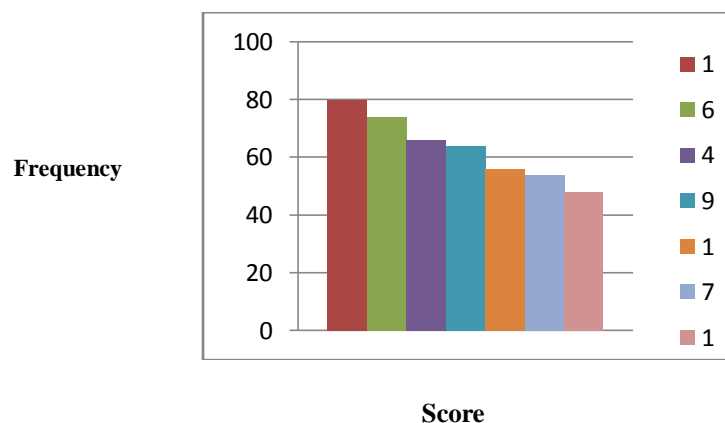
CHAPTER IV RESULT AND DISCUSSION

A. Description of the School

MTs N SA Way Kanan is located on Jln. Jendral Sudirman no 684 km.06 Negeri Besar Way Kanan. For conducting teaching learning process, MTs N SA Way Kanan has used its own buildings. The activities of teaching learning process are different with another school cause in this school more practice than theory. Then, in this school the teachers are responsible for the implementation of learning, it means that MTs N SA Way Kanan always maintains discipline well.

1. Result of Pre-test

The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.



Score
Figure 1
The Result of the Pre-test in Experimental Class

Based on the figure 1 it could be seen that there were 2 students who got 48 score, 7 students who got 54 score, 1 students who got 56 score, 9 students who got 64 score, 4 student who got 66 score, 6 students who got 74 score, 1 students who got 80 score. The mean of pre-test in experimental class was 62.67, standard deviation was 9.924, N was 30, minimum score was 48, and maximum was 80. It showed students' speaking ability before they got treatments.

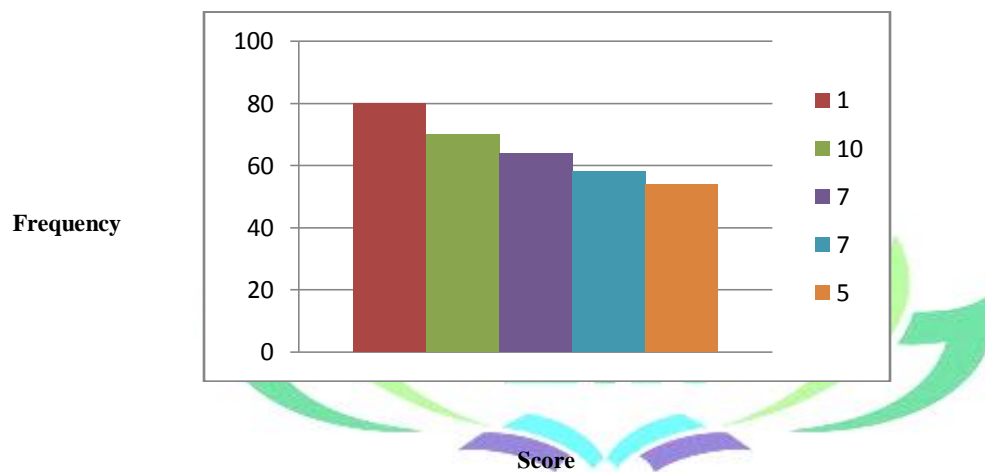


Figure 2
The Result of the Pre-test in Control Class

Based on the figure 2 it could be seen that there were 5 students who got 54 score, 7 students who got 58 score, 7 students who got 64 score, 10 students who got 70 score, 1 student who got 80 score. The mean of pre-test in control class was 62.00, standard deviation was 7.983, N was 30. It showed students' speaking ability before they got treatments.

2. Result of Post-test

The post-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.

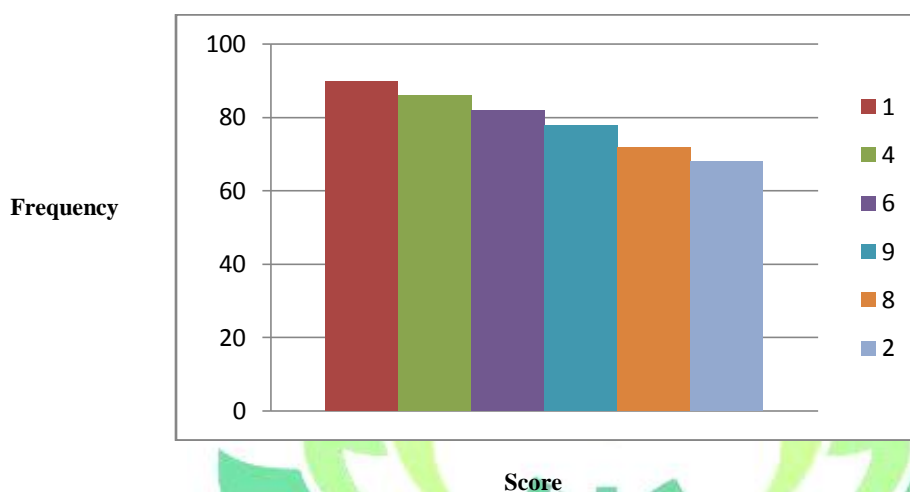


Figure 3
The Result of the Post-test in Experimental Class

Based on the figure 3 it could be seen that there were 2 students who got 68 score, 8 students who got 72 score, 9 students who got 78 score, 6 students who got 82 score, 4 students who got 86 score, 1 students who got 90 score. The mean of post-test in experimental class was 76.73, standard deviation was 6.158, N was 30, minimum score was 68, and maximum was 90. It showed students' speaking ability before they got treatments.

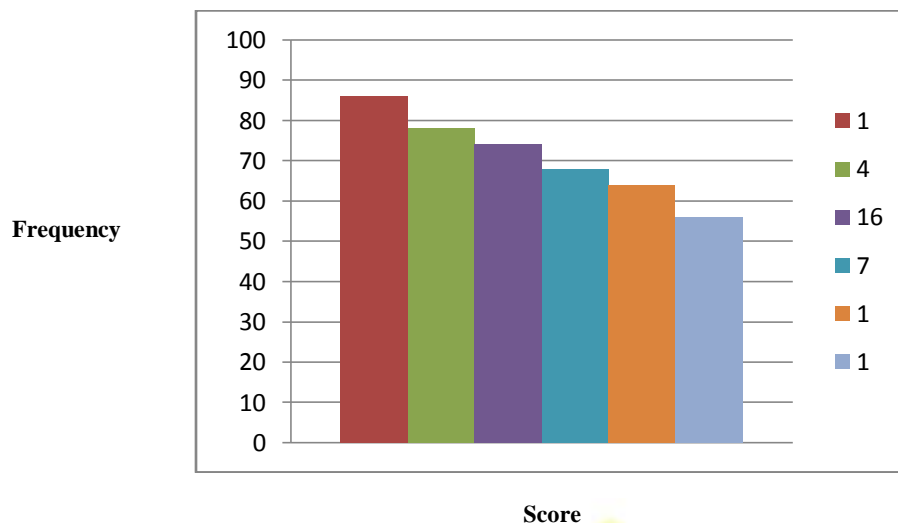


Figure 4
The Result of the Post-test in Control Class.

Based on the figure 4 it could be seen that there were 1 student who got 56 score, 1 student who got 64 score, 7 students who got 68 score, 16 students who got 74 score, 4 students who got 78 score, 1 student who got 86 score. The mean of post-test in control class was 70.47, standard deviation was 5.374, N was 30, minimum score was 56, and maximum was 86. It showed students' speaking ability after they got treatments.

B. Result of Data Analysis

1. Fulfillment of the Assumptions

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computations by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $Sig. (P_{value}) \geq \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 4
The Result Normality of the Experimental and Control Class

	Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
control	.108	30	.200 [*]	.981	30	.845
experimental	.085	30	.200 [*]	.971	30	.577

Based on Table 5, it can be seen that Sig. (p_{value}) in the table of Smirnov was 0.200 and $\alpha = 0.05$. It means that $\text{Sig. } (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the population is in the normal distribution.

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing Levine's test.

The hypothesis for the homogeneity tests are:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were: H_0 is accepted if $\text{Sig. } (P_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

Table 5
The Result Homogeneity Test

Levene Statistic	df1	df2	Sig.
2.828 ^a	5	13	.061

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.61 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

c. Hypothesis Testing

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the writer tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is a significant influence of using Think Aloud Pair Problem Solving towards students' speaking ability at the second semester of the eighth grade of MTs SA Tegal Mukti in the academic year of 2016/2017.

H_0 : There is no significant influence of using Think Aloud Pair Problem Solving towards students' speaking ability at the second semester of the eighth grade of MTs SA Tegal Mukti

in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. \geq \alpha 0.05$

H_o is accepted if $Sig. < \alpha 0.05$

Table 6
The Result of Hypothetical Test

T	df	Sig. (2-tailed)
4.651	58	.001

Based on the result obtained in the independent sample t-test in the table 6 that the value of significant generated $Sig. (P_{value}) = .001 < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using Think Aloud Pair Problem Solving technique towards students' speaking ability at the second semester of the eighth grade of MTs N SA Tegak Mukti way Kanan in the academic year of 2016/2017.

C. DISCUSSION

Based on the result of the research, it was found that the students who were taught by using Think Aloud Pair Problem Solving technique have increased their speaking ability. It might due to in Think Aloud Pair Problem Solving technique the students were highly involved in speaking process, since they had to make a dialogue and explore their speaking ability in their life.

Therefore, students' speaking ability is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. Function of the TAPPS to teach speaking can develop students' speaking ability and help the students to speak English well. Also, they felt enjoy and looked interest when they were learned speaking by Think Aloud Pair Problem Solving.

Based on the result of the pre-test before Think Aloud Pair Problem Solving technique was implemented, the speaking ability of the students was lower than after Think Aloud Pair Problem Solving was implemented. After getting the treatment and post-test were conducted, it was found that there were significant differences between experimental class and control class where the post-test score of the experimental class was higher than the post test in the control class. It can be seen from the mean in pre test score of control class was 62.00 and in the posttest was 70.47 while the mean of pretest score of experimental class 62.67 and in the posttest was 76.73. It means that the most improvement was in the experimental class.

Based on the explanation above it can be concluded that Think Aloud Pair Problem Solving is very good technique that can help to increase students' motivation, participation, confidence and fluency in the spoken English, develop creativity and spontaneity, maximize students' use of English and serves as a fluency activity. The result of the research that was done by the writer showed that was any influence of Think Aloud Pair Problem Solving towards students' speaking ability at the second

semester of the eighth grade of MTs SA Tegal Mukti. It was supported by several previous research that was done by Waspodo (2015) discusses the effect of using TAPPS on the eight grade students reading comprehension achievement at SMP Islam Gumukmas Jember, he said likely due to the implementation of TAPPS technique in teaching learning process. Second previous was done by Muhammad Zuhri discusses TAPSS strategy in teaching reading, and Lambang Prakoso discusses used TAPPS could improve the students' vocabulary mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the writer draws a conclusion as follows: There is a significant influence of using Think Aloud Pair Problem Solving technique towards students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted, it means that the writer assumption is true, that is Think Aloud Pair Problem Solving can give a significant influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the writer gave the treatment Think Aloud Pair Problem Solving as a technique for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.01. It is lower than $\alpha = 0.05$ and its mean that H_o is rejected and H_a is accepted. It can be proved from the hypothesis test in the hypothesis H_a was accepted and H_o was rejected.

B. Suggestion

Based on the result of the research and the advantages of using Think Aloud Pair Problem Solving in teaching speaking English to the eighth grade of MTs N SA Tegal Mukti Way Kanan the writer would like to give some suggestion.

1. Suggestion for the Teacher

- a. Think Aloud Pair Problem Solving is recommended for English teachers to attract the students interest and solution in learning process.
- b. The teacher should give more chance to the students to be more active in participating the teaching- learning activity. The teacher can only observe and help the students when they meet difficulties.

2. Suggestion for the Students

- a. The students should learn and be more active in speaking English in other to develop their speaking ability in English.
- b. The students should practice the language they have learn with their friends or teacher.

3. Suggestion for the School

- a. The school should provide some more English learning media to help the teacher in making an interested and applicable method or technique of teaching.
- b. The school should provided more adequate sources or books, and also another program of English for t he students to practice their English competency.

REFERENCES

- Bambang Setiadi, A.g *Teaching English As Foreign Language*. (Yogyakarta: Penerbit Graham Ilmu, 2006), P. 21
- Brewster, J. 1991. *The Storytelling Handbook for Primary Teachers*. London
- Brown , H Douglas. 2003. *Language Assesment Principles and Classroom Practice*. New Jersey 1994, p. 419
- .2004*language Assesment Principle and Classroom Practice*, Logman,
- Bambang, Setiady Ag., *Metode Penelitian untuk pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)
- C, M, Scala & Schroder, C., V. (1997) *From Storytelling to Getting On-Line: Language and Literacy Opportunities in the Elementary School*. In J. Flood, B., S. Heath & D, Lapp (Eds.) *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts*. New York, NY: project of the international reading association
- Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Ed)*, (Boston: Person Education, 2012)
- Creswell, John W. *Educational Research*, 4th Edition, (Boston: Pearson Education, 2008)
- Donald, Ary et al. 2010. (8th Edition), *Introduction to Research in Education*. Wadsworth: Cengage Learning
- E. Cross, Barkley. P., & Major, C. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey Bass
- Gay, L. R. *Educational Research: Competencies for Analysis and Application*, 3rd Edition, (Colombus Ohio: Merril Publishing Company, 1987)

Heaton, J. B. *Classroom Testing Longman Keys to Language Teaching*, (New York: Longman, 1990)

Huffman, D, Jeon, K.& Noh, T. (2005). *The effects of thinking aloud pair problem solving of high school students' chemistry problem-solving performance and verbal interactions. Journal of Chemical Education*, 82(10), 1558-1564.

John W. Best and James V. Kahn, *Research in Education* (New Delhi: Prentice-Hall, 7th Edition, 1995)

J.M, O'Malley, & Pierce, L V. (1996). *Authentic assessment for English language learners; Practical approaches for teachers*. U.S.A: Longman

Kayi , Hayriye. 2006. *Teaching Speaking: Activities in Teaching Language in a Second Language* [online], vol XII, 11 halaman. Available at: [http ://unr, edu/homepage / Hayriye / v.XII. html](http://unr.edu/homepage/Hayriye/v.XII.html) [11 march 2011

Muhammad, Baihaqi *Improving Of English Speaking Skill By Using Guesssing Game Technique*.htm

Prakoso , Lambang *The Influence of Using Think aloud pair problem solving towards Students' Vocabulary Mastery at The First Semester of The Eight Grade in Academic Year of 2012/2013.*,p. 7 and 55, Unpublished

Richards, Jack C *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008)

S , Johnson *The Effect of Thinking Aloud Pair Problem Solving*(2006)

Suciati, Alipi *The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember.*, p. 7 and 49, Unpublished

Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta dan Sopiah) 2010

Sudijono, Anas *Pengantar Statistika Pendidikan*, (Jakarta: Rajawali Press, 2010)

Sudjana, Nana *Metode Statistika*, Tarsito, Bandung, edisi 6, 2005, page 466

Siti Khadijah, S, Pd, *The English Teacher at MTs N SA Tegal Mukti Way Kanan*, An interview

Hutchinson Tom, Alan Waters *English for Specific Purpose-A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1987)

Thornbury, Scott *How to Teach Speaking*, (London: Longman, 2005)

Whimbey, A Lochhead, J. (1987). "Teaching analytical reasoning through thinking aloud pair problem solving" In Stice, J. E. (Eds.), *Developing critical thinking and problem-solving abilities, New Directions for Teaching and Learning* No. 30.

Wilkins, D>A *Linguistics In Language Teaching*, (London: Edward Arnold Publisher, 1980), p.7

Zuhri , Muhammad *The Effectiveness of Using Think Aloud Pair Problem Solving in Teaching Reading for VIII Grade In junior high school Pekalongan in the academic year of 2010-2011*

